

# Texas Education Agency Standard Application System (SAS)

<b>2017–2018 Perkins Reserve Grant</b>				
<b>Program authority:</b>	Title I, Part A, Carl D. Perkins Career and Technical Education Act of 2006, Public Law 109-270, Section 112(a)(1)			<b>FOR TEA USE ONLY</b> Write NOGA ID here:
<b>Grant Period:</b>	November 13, 2017, to August 31, 2018			<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> <b>RECEIVED</b>  <b>TEXAS EDUCATION AGENCY</b>  <b>DOCUMENT CONTROL CENTER</b>  <b>SEP 19 PM 2:49</b> </div>
<b>Application deadline:</b>	5:00 p.m. Central Time, September 26, 2017			
<b>Submittal information:</b>	One original and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:  Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494			
<b>Contact information:</b>	Diane Salazar: <a href="mailto:diane.salazar@tea.texas.gov">diane.salazar@tea.texas.gov</a> ; (512) 936-6060			
<b><u>Schedule #1—General Information</u></b>				
<b>Part 1: Applicant Information</b>				
Organization name	County-District #			Amendment #
Brooks County ISD	024-901			N/A
Vendor ID #	ESC Region #			
74-6000838	02			
Mailing address	City	State	ZIP Code	
200 E Allen St.	Falfurrias	TX	78355-4321	
<b>Primary Contact</b>				
First name	M.I.	Last name	Title	
Diana		Sheeran	Director of Library Services/ Grant Writer Coordinator	
Telephone #	Email address		FAX #	
(361) 325-8086	dsheeran@bcisd.esc2.net		(361) 325-1913	
<b>Secondary Contact</b>				
First name	M.I.	Last name	Title	
Oscar L.		Alaniz	Grant Specialist	
Telephone #	Email address		FAX #	
(956) 970-1515	oscaralaniz36@gmail.com		(866) 600-0374	
<b>Part 2: Certification and Incorporation</b>				

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

**Authorized Official:**

First name	M.I.	Last name	Title
Dr. Maria		Rodriguez-Casas	Superintendent
Telephone #		Email address	FAX #
(361) 325-8000 ext: 2001		mccasas@bcisd.esc2.net	(361) 325-1913
Signature (blue ink preferred)		Date signed	


09/11/2018

Only the legally responsible party may sign this application.

701-17-103-004

**Schedule #1—General Information**

County-district number or vendor ID: 024-901

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application. For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

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Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 024-901

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		

#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances requirements</u> .
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification requirements</u> .

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 024-901

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurances that they will continue to meet all Statutory Requirements as outlined in their 2017–2018 Perkins Formula Grant incorporated by reference.
4.	The applicant assures that its ability is to meet the 20% match requirement.
5.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the curriculum they develop will be appropriately aligned to marketable skills in the identified high-demand occupations. It may include industry recognized credentialing as part of the degree plan.
6.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprenticeship, will expose students to applied learning and real-world work activities in the identified high-demand occupation(s).
7.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that, within 90 days of the grant start, awarded applicants will submit a Memorandum of Understanding (MOU) detailing the relationship between the dual credit partner, the LEA, and business and industry partner(s).

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**Schedule #4—Request for Amendment**

County-district number or vendor ID: 024-901

Amendment # (for amendments only):

**Part 1: Submitting an Amendment**

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

**Part 2: When an Amendment Is Required**

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division Administering a Grant page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

**Part 3: Revised Budget**

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total costs:		\$	\$	\$	\$

***The budget, including personnel, materials, and other identified expenses, adequately supports the activities outlined in the grant proposal. (10 points)*** The district incorporated into the grant design all the grant requirements in order to offer high-quality programming through each grant component proposed. All expenses on the budget adequately support the activities in the grant proposal. Moreover, the district took into account expenses that are reasonable and necessary in order to fulfill the proposed program.

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<b>Schedule #4—Request for Amendment (cont.)</b>			
County-district number or vendor ID: 024-901		Amendment # (for amendments only):	
<b>Part 4: Amendment Justification</b>			
<b>Line #</b>	<b>Schedule # Being Amended</b>	<b>Description of Change</b>	<b>Reason for Change</b>
1.			
2.			
3.		N/A	
4.			
5.			
6.			
7.			

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**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 024-901

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Indicate the Focus Area for which you are applying. **Only one Focus Area may be selected per application, limit of two applications per LEA** (see Program Guidelines pages 8 and 11 for more information on eligibility requirements for each of the Focus Areas).

- ☐ Focus Area 1: Pathway Hubs, Rural Schools
- ☐ Focus Area 2: Pathway Hubs, Career Center Partnerships
- ☐ Focus Area 3: CTE Career Cluster
- ☒ Focus Area 4: Testing Site/Licensed Instructor

**Opening Statement:** Brook County ISD (BCISD) is categorized as rural district by the Texas Education Agency (TEA), and is over 17 miles from its closest CTE testing center. Due to the remote area of the district, many students face difficulty scheduling test dates. Furthermore, BCISD spends over \$5,000 annually to bus and chaperone students to a certified testing center. Spending this amount of money on test-taking for students restricts the district in providing other essential resources and materials (school books, computers, etc.) To provide CNA (Therapeutic Services POS) CTE test-taking opportunities for students, as well as, decrease the cost the district spends annually on CTE instruction, the district will apply for the Perkins Reserve Grant under Focus Area 4: Testing Site/Licensed Instructor. Through a Memorandum of Understanding (MOU) with Community Action Corporation of South Texas (CACOST) (20 pts), as well as, acquisition of grant funds, BCISD will be able to 1) Become an approved testing site for a TEA-promoted student capstone industry certification and 2) Enable instructors to become a licensed administrator of a TEA-promoted student capstone industry certification; thus, increasing student graduation rates, improving employment opportunities, and adding post-secondary options for students.

**Program activities relate directly to the program goals, local objectives, and strategies, as well as to the program description and project requirements. (4 pts)** The district will implement a program that relates directly to the Perkins Reserve Grant goals, objectives, and strategies. The proposed program will support teachers and students who currently attend BCISD. The district will support these teachers by providing them stipends upon completion of additional CTE credentialing. This in turn, will increase test taking opportunities for students and adhere to program requirements.

**The objectives, strategies, activities, and desired results of the program are clearly specified and are measurable. (4 points)** The objectives the district wishes to achieve by receiving funding include: Increasing by 10% receive employment upon completion of high school; Offering 3 additional CTE test taking opportunities; Increase by 15% the number of students who complete high school with an industry certification; and Increase the number of individuals on campus who can administer CTE credentials.

The district will perform these tasks by partnering with CACOST to ensure the students receive high-demand industry experiences (internships, externships, etc.). To ensure these goals and objectives of the grant are met, BCISD will enter into a collaborative agreement between the district and the industry. Collaboration with the institutions ensures the program of study offered will not only span secondary and post-secondary education, but include an appropriate sequence of courses that are aligned with high-demand occupations.

**Strategies and activities are of sufficient quality and scope to ensure equitable access and participation among all eligible program participants. (5 points)** The district will implement strategies and activities that are of sufficient quality and scope to ensure equitable access and participation. The district has selected an array of activities designed to increase: college and career readiness, CTE teacher effectiveness, and post-secondary persistence rates.

- Faculty and staff trainings to ensure teachers become certified administrators of the industry certification tests;
- Internships held at CACOST; and
- CTE teacher professional development workshops.

**The proposed program is appropriate to and will successfully address the needs of the target population or other identified needs. (8 points)** The district's designed program was tailored to successfully address the needs of the target population. The district will accomplish this by incorporating grant requirements into the program such as to: Submit a Memorandum of Understanding (MOU) detailing the relationship between the district and business/industry partner; Provide an in-kind match of 40% (#1 Assurance 10 pts); Develop and implement industry experiences for students; and Offer at least one of the TEA-identified capstone industry certifications approved.

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**Schedule #5—Program Executive Summary (cont.)**

County-district number or vendor ID: 024-901

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Furthermore, the district plans to evaluate student outcomes by reviewing student transcripts before and after the grant funding period to ensure the students are receiving more college credit hours and industry certifications/licenses, as well as, reviewing Texas Academic Performance Reports (TAPR) reports to ensure more students are graduating college and career ready.

Lastly, the district will develop a sustainability plan that not only sustains the program once funding has come to an end, but expands the number of CTE programs of study offered to students. Through these measures, the district will successfully address the needs of the target population.

**The design of the proposed program reflects up-to-date knowledge from scientifically based research and effective practice. (4 points)** To ensure the design of the proposed program reflects up-to-date knowledge, scientifically-based research, and effective practices, the district did the following needs assessment: reviewed professional development training, examined current college and career instructional practices/curriculum, and evaluated community needs. The following are the identified community and academic needs:

**COMMUNITY NEEDS ASSESSMENT**

Need (Population 25 and Over)	City	State
Unemployment Rate	13.30%	4.50%
Individuals Who Don't Complete College	27.33%	18.06%
Median Earnings For Workers (Dollars)	\$19,229	\$53,207
In Labor Force	55.80%	64.70%

Source: 2015 American Fact Finder

In addition to the Community Needs Assessment above, the district collected local data included in the following chart to indicate the district's academic deficiencies:

**DISTRICT DEMOGRAPHICS**

	CTE Coherent Students	College and Career Ready Graduates	Advanced Course/Dual Credit Course Completion	At-Risk Students	Graduates Enrolled in TX IHE	Teachers Who Are Professional Staff
District	29.5%	69.3%	17.7%	67.0%	42.9%	57.7%
State	46.6%	74.5%	54.5%	50.1%	57.5%	64.3%

Source: 2015-2016 TEA Texas Academic Performance Reports (TAPR)

As seen in the Needs Assessments above, the district has a high need to implement the Perkins Reserve Grant in order to address the academic deficiencies that exist at the BCISD High School. Due to the remote location and limited resources, the district's teachers lack the professional development training, finances, and the credentials necessary to prepare the CTE Program students for a real-world working environment. BCISD will take the initiative to address this problem by expanding its existing collaborative agreements between themselves and CACOST. This collaborative agreement will not only give students an opportunity to receive teacher academic instruction that spans secondary and post-secondary education, but on-the-job training through internships, externships, apprenticeships, and/or mentorship programs.

**On-going commitment to the goals of this grant program and other sources committed to the program beyond grant funding:** The district has ensured that they have received buy-in from participants, including the school board, district and campus administrators, participating teachers, and the partnering industry.

Throughout the term of the grant, the district will continue to meet with stakeholders to solicit feedback and modify the goals and objectives of the grant; thus, ensuring continued support of the program. The resources that will be acquired through this grant program, coordinated with state compensatory funds will ensure student gains are continued after the grant funding terminates.

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By TEA staff person:



<b>Schedule #6—Program Budget Summary</b>						
County-district number or vendor ID: 024-901				Amendment # (for amendments only):		
Program authority: Title I, Carl D. Perkins Career and Technical Education Act of 2006, P. L. 109-270, Sec. 112 (a)(1)						
Grant period: November 13, 2017, to August 31, 2018				Fund code: 244		
<b>Budget Summary</b>						
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	Match
Schedule #7	Payroll Costs (6100)	6100	\$2,500		\$2,500	\$2,500
Schedule #8	Professional and Contracted Services (6200)	6200	\$6,000		\$6,000	\$100
Schedule #9	Supplies and Materials (6300)	6300	\$1,500		\$1,500	\$0
Schedule #10	Other Operating Costs (6400)	6400	\$0		\$0	\$500
Schedule #11	Capital Outlay (6600)	6600	\$0		\$0	\$1,400
Grand total of budgeted costs (add all entries in each column):			<b>\$10,000</b>		<b>\$10,000</b>	<b>\$4,500</b>
<b>Administrative Cost Calculation</b>						
Enter the total grant amount requested:						
Percentage limit on administrative costs established for the program (5%):						
Multiply and round down to the nearest whole dollar. Enter the result.						
This is the maximum amount allowable for administrative costs, including indirect costs:						

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Schedule #7—Payroll Costs (6100)					
County-district number or vendor ID: 024-901			Amendment # (for amendments only):		
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted	Match
<b>Academic/Instructional</b>					
1					
2	Educational aide				
3	Tutor				
<b>Program Management and Administration</b>					
4	Project director				
5	Project coordinator				
6	Teacher facilitator				
7	Teacher supervisor				
8	Secretary/administrative assistant				
9	Data entry clerk				
10	Grant accountant/bookkeeper				
11	Evaluator/evaluation specialist				
<b>Auxiliary</b>					
12	Counselor				
13	Social worker				
14	Community liaison/parent coordinator				
<b>Education Service Center (to be completed by ESC only when ESC is the applicant)</b>					
15					
16					
17					
18					
19					
20					
<b>Other Employee Positions</b>					
21					
22					
23					
24	Subtotal employee costs:				
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>					
25	6112	Substitute pay			
26	6119	Professional staff extra-duty pay Project Director will provide grant oversight and be responsible for ensuring all program requirements are met. (\$2,000) Extra-duty pay for two teachers to attend training to become licensed instructors at the new testing site. (2 teachers x 40 hours x \$25/hr = \$2,000)		\$2,000	\$2,000
27	6121	Support staff extra-duty pay			
28	6140	Employee benefits		\$500	\$500
29	61XX	Tuition remission (IHEs only)			
30	Subtotal substitute, extra-duty, benefits costs			\$2,500	\$2,500
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$2,500	\$2,500

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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<b>Schedule #8—Professional and Contracted Services (6200)</b>			
County-district number or vendor ID: 024-901		Amendment # (for amendments only):	
<b>NOTE:</b> Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.			
<b>Professional and Contracted Services Requiring Specific Approval</b>			
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>	<b>Match</b>
6269	Rental or lease of buildings, space in buildings, or land		
	Specify purpose:		
<b>a. Subtotal of professional and contracted services (6200) costs requiring specific approval:</b>		<b>\$0</b>	<b>\$0</b>
<b>Professional and Contracted Services</b>			
<b>#</b>	<b>Description of Service and Purpose</b>	<b>Grant Amount Budgeted</b>	<b>Match</b>
1	Comprehensive Training Center will assist and support the development and implementation of the CTE programs of study.	\$1,000	\$100
2	Capstone Industry Certification Partner will work with the district to train CTE teachers as licensed testing site instructors in specific industry certifications. These newly trained teachers will be able to administer industry certification exams to students at the end of specified programs of study.	\$5,000	
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
<b>b. Subtotal of professional and contracted services:</b>		<b>\$6,000</b>	<b>\$100</b>
<b>c. Remaining 6200—Professional and contracted services that do not require specific approval:</b>			
<b>(Sum of lines a, b, and c) Grand total</b>		<b>\$6,000</b>	<b>\$100</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

**The costs reflected in the budget are appropriate for the results expected. (7 points)** The requested amount of \$10,000 for the Perkins Reserve Grant is reasonable, cost-effective, and adequate to support the program. The amount is reasonable when considering it will target 1 campus, 345 students, 7 teachers, and 2 grant members.

**Expenditures and activities are supplemental to and do not supplant or duplicate services currently provided. (3 points)** The proposed program will be utilized to supplement not supplant any federal, state, and local funds. Currently, the district is not a TEA-approved testing site; therefore, credentialing teachers to offer the CNA CTE program certifications will not supplant any current activities.

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<b>Schedule #9—Supplies and Materials (6300)</b>			
County-District Number or Vendor ID: 024-901		Amendment number (for amendments only):	
<b>Supplies and Materials Requiring Specific Approval</b>			
		<b>Grant Amount Budgeted</b>	<b>Match</b>
6300	Total supplies and materials that do not require specific approval: Supplies needed as part of the certification courses (i.e. laptops, curriculum, paper, ink, etc.)	\$1,500	
<b>Grand total:</b>		<b>\$1,500</b>	<b>\$0</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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<b>Schedule #10—Other Operating Costs (6400)</b>			
County-District Number or Vendor ID: 024-901		Amendment number (for amendments only):	
Expense Item Description		Grant Amount Budgeted	Match
6413	Stipends for non-employees other than those included in 6419		
6419	Non-employee costs for conferences. Requires pre-authorization in writing.		
Subtotal other operating costs requiring specific approval:			
	Remaining 6400—Other operating costs that do not require specific approval: Required travel for teachers to receive their license certification.		\$500
<b>Grand total:</b>		<b>\$0</b>	<b>\$500</b>

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

**Strategies and activities are of sufficient quality and depth to ensure accomplishment of the goals and objectives of the program according to the relevant statute. (5 points)** In order to ensure that the activities are based on an objective set of measures both the Texas Academic Performance Report (TAPR), as well as, the U.S. Census Report were reviewed. Based on the information gathered, it was determined that the district is in need of additional testing opportunities for their CTE programs, as well as, to assist in certifying their CTE teachers. Both of these additional items will enable the district to increase the number of students who acquire dual credit, certifications, and degrees in high-demand occupations; students who become career and college ready in ways that address both current and future workforce needs; and the number of students who enter into community colleges and universities after they complete high school. The activities and programs selected were researched to determine the validity of each activity and if evidence-based research was available to support the ability to impact the district's needs.

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<b>Schedule #11—Capital Outlay (6600)</b>					
County-District Number or Vendor ID: 024-901				Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Match
<b>6669—Library Books and Media (capitalized and controlled by library)</b>					
1		N/A	N/A		
<b>66XX—Computing Devices, capitalized</b>					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
<b>66XX—Software, capitalized</b>					
12					
13					
14					
15					
16					
17					
18					
<b>66XX—Equipment, furniture, or vehicles</b>					
19					
20					
21					
22					
23					
24					
25					
26					
27					
28					
<b>66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)</b>					
29	Building Use Fee: BCISD will utilize a classroom to offer certifications in a recognized capstone industry standard. This will include providing the program with the necessary classroom space to enable students to test in the related industry. (1 building x \$1,400,000 x .1% = \$1,400)				\$1,400
<b>Grand total:</b>				<b>\$0</b>	<b>\$1,400</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds**

County-district number or vendor ID: 024-901

Amendment # (for amendments only):

**Part 1: Student/Teacher Demographics of Population To Be Served With Grant Funds.** Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	1,237	80.5%	BCISD's economically disadvantaged population is 21.5% <b>higher</b> than the State's average of 59.0%. Parents'/guardians' lack of finances limits the resources they are able to provide to their child(ren).
Limited English proficient (LEP)	41	2.7%	BCISD's Limited English Proficient (LEP) population is at 2.7%. The students' <b>limited</b> understanding of the English spoken and written language serves as an obstacle for these students' education towards academic gains.
Attendance rate	NA	95.1%	BCISD's attendance rate is <b>lower</b> than the State's average of 95.7%. Students that have a high amount of absences tend to fall behind in their classwork and repeat grade levels. Therefore, the district seeks to improve the attendance rate in order to increase student success and degree attainment.
Annual dropout rate (Gr 9-12)	NA	1.4%	BCISD has a dropout rate of 1.4% which is 1.1% higher than the State's average.
Teacher Category	Teacher Number	Teacher Percentage	Comment
1-5 Years Exp.	21.6	20.4%	BCISD's percentage of teachers that have more than 5 years of experience is <b>only</b> at 67.7%. With additional teacher professional development activities, student academic results will increase.
6-10 Years Exp.	11.0	10.4%	
11-20 Years Exp.	28.2	26.7%	
20+ Years Exp.	32.4	30.6%	
No degree	1.0	0.9%	The majority of BCISD's teachers <b>only</b> have a Bachelor's degree. Teachers need to be provided with added opportunities to increase their education-level so that they can provide students with a more rigorous program of study, which will better prepare them for their choice of career field.
Bachelor's Degree	87.9	83.0%	
Master's Degree	16.0	15.1%	
Doctorate	1.0	0.9%	

**Part 2: Students/Teachers To Be Served With Grant Funds.** Enter the number of students in each grade, by type of school, projected to be served under the grant program.

**School Type:** ☒ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

**Students**

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
										86	87	86	86	345

**Teachers**

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
										1	2	2	2	7

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**Schedule #13—Needs Assessment**

County-district number or vendor ID: 024-901

Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**NEED: Needs assessment methodology is provided and the magnitude of the problem is addressed. (10 pts)**

**Current Achievement:** In order to understand the district's current achievement, BCISD used state and district data from the Texas Academic Performance Report (TAPR) to analyze the needs of the of the district's High School. After extensive research, BCISD determined that the High School Campus, when in comparison to the State's averages, performed worse in every single one of the following categories: College and Career Ready Graduates, Career and Technical Education (CTE) Coherent Students, and Graduates Enrolled in a Texas Institution of Higher Education (IHE).

**Needs Assessment Process:** Due to the fact High School performed worse in every category, the district conducted a needs assessment process for the campus which not only included the statistical data aforementioned in current achievement, but also included data that demonstrates the disadvantages our CTE instructors and programs face. Below you will find all statistical data reviewed during the preparation of this grant application, as well as, the magnitude and severity of the problems the High School currently faces.

**DISTRICT DEMOGRAPHICS**

	CTE Coherent Students	College and Career Ready Graduates	At-Risk Students	Advanced Course/Dual Credit Course Completion	Teachers with a Masters Degree	Graduates Enrolled in TX IHE
High School	29.5%	69.3%	67.0%	17.7%	10.3%	42.9%
State	46.6%	74.5%	50.1%	54.5%	23.6%	57.5%

**Source:** 2015-2016 TEA Texas Academic Performance Reports (TAPR)

In addition to the district conducting a local needs assessment, BCISD also conducted a Community Needs Assessment that demonstrates how our unequipped college and career ready students leads to the targeted area having increased unemployment and a decrease in self-sustaining individuals.

**COMMUNITY NEEDS ASSESSMENT**

Need	City	State
Unemployment Rate	13.30%	4.50%
Individuals Who Do Not Complete College	27.33%	18.06%
Median Earnings for Workers (Dollars)	19,229	53,207
In Labor Force	55.80%	64.70%

**Source:** 2015 American Fact Finder

**Description of how needs are prioritized:** The district met with key stakeholders to review the needs assessment and to determine how to prioritize the campus' needs. During these meetings, gaps, barriers, and weaknesses were identified and key qualitative and quantitative dimensions that support prioritization were applied. After needs were prioritized, BCISD determined they were most in need to 1) Become an approved testing site for a TEA-promoted student capstone industry certification and 2) Enable instructors to become a licensed administrator of a TEA-promoted student capstone industry certification. Due to this need, grant funds will be utilized to become certified by the Texas Department of Aging and Disability Services to ensure the faculty at BCISD were given the necessary training to become a certified testing site.

**Desired or required accomplishment:** Through grant funding, the district will provide students with trained teachers who can administer industry certification exams. Being able to provide this to students will better equip them to pass their programs of study. Thus, increasing the number of students who receive their certifications, which, in turn, will lead to the desired accomplishments of increasing student graduation rates, improving employment opportunities, and adding post-secondary options for students.

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**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 024-901

Amendment # (for amendments only):

**Part 2: Alignment with Grant Goals and Objectives.** List your top three to five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	According to the needs assessment conducted prior to starting the grant application, there is <b>need</b> for additional high-qualified CTE teachers.  <b>Specific needs have been identified and strategies have been described. (10 points)</b>	The district will address this need by getting authorized by the Texas Department of Aging and Disability Services to ensure teachers receive the necessary instruction to correctly administer the CNA industry certification exams to students.  Being able to administer the exams will prevent our students from being delayed in receiving employment. Instead of needing to complete the course after graduation and waiting for an available date to test, this can be accomplished on-site at the campus. Which, in turn, will make the students career ready by graduation.
2.	As seen in the Table labeled District Demographics, only <b>69.3%</b> of the students graduated college and career ready which is lower than the State's average of <b>74.5%</b> .  Therefore, BCISD understands to increase the number of college and career graduates, the district will <b>need</b> to increase student interest in the programs of study offered.	The district will increase interest by offering a TEA-identified capstone on campus (CNA). Which, according to the high-demand occupation list provided by the Texas Workforce Commission, is in high-demand and has 1,879 job openings as of now.  Therefore, offering on campus testing makes it easier for students to test and increase the number college and career ready graduates. This, in turn, will increase the number of job opportunities available to students upon their completion of high school.
3.	Due to the fact, the closest CTE testing center is over 17 miles away, many students don't complete their industry certifications.	The district will address this need by becoming an approved testing site for a TEA-promoted student capstone industry certification.
4.	Although, BCISD currently provides four (4) CTE programs. Enhancing the current Nursing Program may prove to be difficult. Therefore, the district will <b>need</b> external support for the development and implementation of additional CTE programs.	To ensure this need is addressed, the district will hire Comprehensive Training Center (CTC), a company with over 20 years of professional experience in curriculum implementation, to support the development and implementation of the CTE programs of study.  CTC will organize community and district efforts to provide guidance and support in the development and implementation of the grant.
5.	The district spends over \$5,000 annually to bus and chaperone students to a certified testing center. Spending this amount of money on test-taking for students restricts the district in providing other essential resources and materials (school books, computers, etc.)	The district will address this need by becoming an approved testing site. Becoming an approved testing site will not only decrease the amount of money spent on CTE test-taking, but increase the amount of revenue received, due to the fact surrounding school districts will pay the district to use their testing site.

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Schedule #14—Management Plan				
County-district number or vendor ID: 024-901		Amendment # (for amendments only):		
<b>Part 1: Staff Qualifications.</b> List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
#	Title	Desired Qualifications, Experience, Certifications (5pts)		
1.	CTE Director	Minimum of a Bachelor's Degree in Education or a related field. <b>Experience:</b> Developing curricular goals and outlines for new curriculum and curriculum updates, as well as, in conducting research and consulting with faculty, staff, and business representatives in the design and development of new curriculum.		
2.	POS Lead Teacher	Minimum of a Bachelor's Degree in Education or a related field. <b>Experience:</b> Must have experience in teaching other professionals, as well as, experience in serving as expert resources, mentors, or counselors for new and developing teachers.		
3.	External Implementation Support	At least 10 years of <b>experience</b> in providing high-quality professional development trainings in college and career development, as well as, previously assisted in implementation of multiple CTE programs of study (POS).		
4.	Principal	Minimum of a Bachelor's Degree in Education or a related field <b>Experience:</b> Managing school day-to-day activities, overseeing faculty and staff, and assisting students in selecting career pathways.		
5.	Superintendent	Minimum of a Bachelor's Degree in Education or a related field. <b>Experience:</b> At least 3 years of experience in supervisory of small to medium teams and experience in data reporting.		
<b>Part 2: Milestones and Timeline.</b> Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
#	Objective	Milestone	Begin Activity	End Activity
1.	Offer students the opportunity to test on-site.	1. Faculty and staff go through the necessary training to become certified administrators of the tests.	12/01/2017	2/31/2018
		2. Become an approved testing site by TEA to administer the targeted capstone industry certifications.	03/01/2018	03/30/2018
		3. Increase the number of students CTE completion by 10%.	3/30/2017	08/31/2018
2.	Create more high qualified CTE teachers.	1. Provide stipends for teachers to become an administer of the industry certifications.	01/01/2018	08/31/2018
		2. Increase CTE teacher effectiveness by directly aligning the offered POS with high-demand occupations.	03/30/2018	08/31/2018
		3. Purchase instructional materials for the targeted POS; thus, making teachers more effective.	12/01/2017	04/30/2018
3.	Collaboration with an industry/IHE for effective faculty instruction	1. CTE teachers will have meetings 2 times a year to share updates, educational strategies, and progress	04/01/2018	07/30/2018
		2. Provided targeted trainings for CTE teachers.	11/13/2017	04/30/2018
		3. Trainings on curriculum, industry-related software, and technology.	11/13/2017	01/30/2018
4.	Prepare students who are in CTE courses for high-demand occupations.	1. 15% increase in students that complete a industry certification in high school.	03/01/2018	08/31/2018
		2. Increase the number of post-secondary job opportunities for students within the district.	03/01/2018	08/31/2018
		3. Increase the number of students employed by 10%.	03/01/2018	08/31/2018
5.	Provide evaluation/feedback on the program.	1. Utilize TAPR reports to ensure the district is meeting the goals and objectives of the grant program.	11/13/2017	08/31/2018
		2. Monitor grant for compliance and effective practices.	11/13/2017	08/31/2018
		3. Identify areas of need and establish a plan of action.	11/13/2017	08/31/2018
<b>On time/within budget, with appropriate timelines and milestones for accomplishing project tasks. (5 pts)</b>				
<b>Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.</b>				
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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 024-901

Amendment # (for amendments only):

**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Procedures ensure feedback/continuous improvement in the proposed program through monitoring . (3 points)** In order to solicit feedback and continuously monitor the attainment of goals and objectives, the district will receive feedback from all key stakeholders through surveys and questionnaires administered on a regular basis. In addition to the surveys and questionnaires, the district will establish a procedure and schedule for internal/external monitoring that includes: Conducting student and family surveys/questionnaires to determine the quality of the programs provided; Monitoring of data entry and security procedures in order to ensure the program remains in compliance; Reviewing TAPR reports to ensure students are graduating with additional post-secondary education and career readiness; Receiving feedback and information from neighboring schools districts who have interest in utilizing the testing center and/or have a testing center of their own; Conducting staff surveys to determine the quality of training being provided; and Reviewing expenditures to ensure the program is staying within budget and all activities are being implemented

**Involvement/commitment to the program is sufficient and ensures successful implementation goals, objectives, and activities. (4 points)** In order to ensure that all program participants remain committed to the success of the program, the district has ensured that they have received buy-in from all stakeholders, including district and campus administrators, teachers, and school board members. Throughout the term of the grant, the district will continue to meet regularly with all key stakeholders to solicit feedback and modify the goals and objectives of the grant; thus, ensuring long-term support and commitment to the program.

**Part 4: Sustainability and Commitment.** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**The program is coordinated with similar efforts using existing resources to maximize the effectiveness of grant funds. (3 points)** The recent decrease in state and federal funding has made it impossible for the district to solely credential and certify teachers to administer high demand industry certifications. However, once the district has received grant funding, Brook County ISD can support the sustainability of the program due to the fact faculty will be credentialed and can continue to train and prepare students for their certifications/industry credentials.

Moreover, not only does the district plan to sustain the program once funding has been come to an end, but other sources will be sought after to continue to add more POS to the available certifications and industry credentials being offered. The district's **plan for sustainability**, as well as, expansion will include an examination of what this grant initiative aims to sustain, barriers that prevent the initiative from accomplishing its goals, fiscal constraints, and its resources. The district will help sustain this initiative after the end of the program by enforcing a sustainability plan. The sustainability plan includes the creation of a Handbook of Operating Procedures (HOOP) and will include an active and careful examination of the following approaches to seek effective avenues to ensure that the program continues beyond the grant period: Make better use of existing resources; Maximize federal, state, and local revenue; Use of instruction, professional development, and curriculum that was implemented during the grant funding period; Create more flexibility in existing streams of funding; and Continue building public-private partnerships.

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**Schedule #15—Project Evaluation**

County-district number or vendor ID: 024-901

Amendment # (for amendments only):

**Part 1: Evaluation Design.** List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Qualitative Data: Student Surveys (EVAL-2 points)	1.	Positive feedback is received on industry certifications provided.
		2.	Positive feedback is received on teachers' instruction.
		3.	Positive feedback is received on industry instruction.
2.	Quantitative Data: Evaluation of Students' Learning	1.	Increase in the number of workforce-ready students.
		2.	Report cards, classwork, and benchmarks demonstrate progress.
		3.	Increase in average number of credentials obtained by students.
3.	Professional Development Feedback	1.	Positive feedback from other districts who are testing their students at the testing center.
		2.	Positive feedback is received on teacher surveys that question the quality and effectiveness of the professional development activities.
		3.	Positive feedback received on surveys questioning teachers if they have the ability to align their instruction with high-demand occupations.
4.	Classroom/Industry Observations	1.	Increase in participation by students who are making the required progress towards graduation.
		2.	Increase the number of students who complete their CTE courses.
		3.	Increase in the number of students who take tests to receive a Certification/Industry Credential.
5.	Review Use of Business/Teacher Course Materials	1.	Students are provided the instruction needed to become college/career ready.
		2.	Teachers utilize both a work-based and instruction-based approach to assist students in the transition from high school to the workforce.
		3.	Teachers provide examples to illustrate the skills they have acquired during the grant program.

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Methods of evaluation clearly relate to the intended results of the project.(3 pts)** The district will collect data that includes both program-level data, as well as, student-level academic data. This data will include performance measures and indicators of program accomplishment that are related to the intended results. A wide range of evaluation instruments will be used to identify program accomplishments, refinements, or failures. Data collected will include: Quarterly and cumulative number of students who receive a Certification/Industry Credentials; If their was a student interest increase in CTE courses; Number of employment opportunities provided to students; Number of additional postsecondary options for students; and Number of students engaged in high-demand occupational activities. **Evaluation design includes processes for collecting data(3 pts)** Teachers, as well as, students will be asked to participate in surveys that will provide program/student-level feedback on the instructional strategies, trainings, activities, and how increased testing opportunity benefited them. Moreover, the neighboring districts who utilize the testing sites will be required to participate in surveys designed to determine the quality of the test-taking being provided. Classroom observations will also be conducted on a regular basis in order to determine whether the trainings are having a positive impact on the teachers' ability to engage students, increase productivity, and improve student outcomes. Finally, to review acadmic data, the district will review student achievement results and attendance data, as well as, test results, report cards, graded classwork, and TAPR reports to determine an increase in student academics. **Formative evaluation is outlined and addressed throughout the grant project. (2 pts)** Data collected will allow the district and contracted consultants the ability to determine whether the additional certification given to teachers are positively impacting the students. **Problems identified and corrected:** As needed, areas of concern will be discussed and modifications will be made regularly to the proposed plan.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 024-901

Amendment # (for amendments only):

**TEA Program Requirement 1:** Explain how the project identified the high-demand occupations and their related programs of study in partnership with the local workforce development board. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

N/A

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 024-901

Amendment # (for amendments only):

**TEA Program Requirement 2:** Describe how you will design at least one program of study that spans secondary and postsecondary education and includes an appropriate sequence of courses that are aligned with high-demand occupations identified by local regional workforce board. The program of study should build in rigor as students progress through high school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

N/A

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 024-901

Amendment # (for amendments only):

**TEA Program Requirement 3:** Provide a sample crosswalk that identifies postsecondary coursework that would be required of a student in the program of study in order to complete a certificate or receive an associate's degree from the partnering general academic teaching institution(s) within two to three years of graduating from high school. The crosswalk may also demonstrate how the project can lead to a bachelor's degree. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

N/A

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 024-901

Amendment # (for amendments only):

**TEA Program Requirement 4:** Identify the partner organizations that will help carry out the grant. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

N/A

**TEA Program Requirement 5:** Identify at least one industry partner that will assist with curriculum development to support relevant and frequent industry experiences for students participating in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

Click and type here to enter response.

N/A

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 024-901

Amendment # (for amendments only):

**TEA Program Requirement 6:** Propose a sustainability plan to ensure that the school(s) will continue to meet the goals of the grant program after the end of the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

N/A

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 024-901

Amendment # (for amendments only):

**TEA Program Requirement 7:** List capstone industry certifications and programs of study that were identified in partnership with postsecondary, industry, or other LEAs. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Applicants applying for Focus Area 4 must address this question.**

Due to the rural location of the high school campus, Brook County ISD, in partnership with Coastal Ben College, CACOST, or other LEAs (20 pts), plans to utilize grants funds to become a testing site for the Certified Nurse Aide/Assistant TEA-promoted student capstone industry certification. With the assistance of certified, highly-qualified teachers, the campus will be able to administer industry certification exams to students at the end of their programs of study.

Additionally, the district will work with industry and local stakeholders to continuously assess local workforce needs and coordinate these needs with the district's Programs of Study (POS) offered. Coordination between the needs of the workforce, and the district will ensure the programs of study provided will improve lead students to employment opportunities upon completion of high school. Furthermore, these POS will lead to higher student graduation rates by providing students with education in a field they are interested in pursuing, as well as, increasing the number of post-secondary options for students.

The proposal was organized and completed according to grant instructions. All provisions, statutory and program requirements, as well as, the evaluation rubric questions were answered in their appropriate section (**Application is organized and completed according to instructions-5 points**). Therefore, with the implementation of the Perkins Reserve Grant, the district will be able to ensure that the participating students are well-educated, sufficiently prepared, and extremely adaptable in order to be effective employees in the community.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 024-901

Amendment # (for amendments only):

**TEA Program Requirement 8:** Explain how the awarding of a Perkins Reserve Grant will complement the existing CTE program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Applicants applying for Focus Area 4 must address this question.**

BCISD currently provides the following Career and Technology Education (CTE) courses at the high school campus:

- Agricultural Science;
- Architecture, Construction, Transportation, and Manufacturing;
- Business, Marketing, Finance, IT and Media; and
- Family and Consumer Sciences.

These existing course(s) will be enhanced and **complemented** by the Perkins Reserve Grant through offering certification in respective high-demand fields (20 pts). Moreover, these CTE courses provide students training in many beneficial skills including: critical thinking, problem-solving, communication, team building, and innovation. These skills far surpass the skills needed for entry-level jobs and provide knowledge required for today's workforce demands.

Currently, only 69.3% of BCISD's students are defined as "career and college ready." Therefore, the existing CTE courses along with the appropriate certifications will ensure an increase in the college and career readiness of the students. Rigorous, hands-on coursework and contextual learning will show the students the relevance behind the courses they are taking, ultimately sparking an overall interest in education and setting career goals.

In addition, CTE courses with post-secondary opportunities (i.e. certification) such as these will also decrease the 67% of at-risk students, increase the CTE coherency rate of 29.5%, and improve the IHE enrollment rate of 42.9%. Therefore, the Perkins Reserve Grant will not only complement, but also enhance existing CTE programs to provide BCISD's students with the best possible post-secondary opportunities available.

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<b>Schedule #18—Equitable Access and Participation</b>				
County-District Number or Vendor ID: 024-901			Amendment number (for amendments only):	
<b>No Barriers</b>				
<b>#</b>	<b>No Barriers</b>	<b>Students</b>	<b>Teachers</b>	<b>Others</b>
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Gender-Specific Bias</b>				
<b>#</b>	<b>Strategies for Gender-Specific Bias</b>	<b>Students</b>	<b>Teachers</b>	<b>Others</b>
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Cultural, Linguistic, or Economic Diversity</b>				
<b>#</b>	<b>Strategies for Cultural, Linguistic, or Economic Diversity</b>	<b>Students</b>	<b>Teachers</b>	<b>Others</b>
B01	Provide program information/materials in home language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 024-901

Amendment number (for amendments only):

**Barrier: Cultural, Linguistic, or Economic Diversity (cont.)**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gang-Related Activities**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 024-901

Amendment number (for amendments only):

**Barrier: Gang-Related Activities (cont.)**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Drug-Related Activities**

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Amendment number (for amendments only):

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Hearing Impairments**

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Learning Disabilities**

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Physical Disabilities or Constraints**

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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<b>Schedule #18—Equitable Access and Participation (cont.)</b>				
County-District Number or Vendor ID: 024-901		Amendment number (for amendments only):		
<b>Barrier: Inaccessible Physical Structures</b>				
#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Absenteeism/Truancy</b>				
#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: High Mobility Rates</b>				
#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Lack of Support from Parents</b>				
#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 024-901

Amendment number (for amendments only):

**Barrier: Lack of Support from Parents (cont.)**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Shortage of Qualified Personnel**

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Knowledge Regarding Program Benefits**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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County-District Number or Vendor ID: 024-901		Amendment number (for amendments only):		
<b>Barrier: Lack of Knowledge Regarding Program Benefits (cont.)</b>				
#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Lack of Transportation to Program Activities</b>				
#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Other Barriers</b>				
#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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